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ABSTRACT

This guide suggests administrative techniques for adopting the Video Inservice Program (VIP) in a local school system and some human relation techniques in assisting teacher self-appraisal. Successful implementation of the VIP depends on the selection and training of a competent Staff Development Counselor. After training, the Staff Development Counselor will assist the teachers in using the VIP self-appraisal instrument and in identifying their inservice needs. He will also be responsible for the technical aspects of videotaping. Another important ingredient for success is the school administrator who must provide the time and materials necessary for teacher to learn new teaching behaviors. The relationship between the teacher and the Staff Development Counselor should be one of mutual respect and trust. The training sequence will include an initial videotape to identify behaviors to be changed; selection and use of training materials, such as the Far West Laboratory minicourses; microteaching to practice the new behaviors; and finally, classroom teaching using the new behaviors. (A related document is ED 029 824 which contains a Teacher Guide for Self-Appraisal and the Instrument for Teacher Self-Appraisal.) (RT)

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"HELPING TEACHERS HELP THEMSELVES"

A Guide to Implementing the V.I.P. (Video Inservice Program)
(ESEA Title III)

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INTRODUCTION

The intent of this guide is to suggest administrative techniques for adopting the Video Inservice Program in a local school system and some human relation techniques in assisting teacher self-appraisal.

Part I suggesting administrative techniques is written by Curtis Crandall a staff member of the V.I.P. He has experienced twelve years of work in education. Part II suggesting human relation techniques is written by the writer who has experienced twenty years in the educational field, the last three directly with the V.I.P. project.

Many have contributed to the ideas reflected in our message. If we have slighted some contributors this is not our intent. Please let us know and we will correct it.

Kenneth E. Shibata
Project Director

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PART I

ADMINISTRATIVE TECHNIQUES FOR ADOPTING THE VIDEO INSERVICE PROGRAM IN A SCHOOL SYSTEM

by

Curtis R. Crandall

The Video Inservice Program, a systems approach to improvement of instruction and staff development, is a vehicle which can be used by schools to effectively accomplish their inservice education objectives.

The Video Inservice Program assumes that the teacher is a Very Important Person in the success of the educational program in the school, consequently improvement of instruction focuses on the teaching staff. Second in importance only to the teacher is the Staff Development Counselor.

Successful implementation of the Video Inservice Program depends on the selection and training of a competent Staff Development Counselor. This person could be any professional teacher or administrator in the school system who possesses leadership ability, has had at least three years of successful teaching experience, has a sincere interest in improving instruction and the professional growth and development of teachers. People who are considered for the position of Staff Development Counselor should possess the ability to be a good listener and should exhibit a pleasant personality so that they can learn to interact effectively with teachers.

Whether the Staff Development Counselors selected are administrators or other staff members in the school they need to be free of other responsibilities so that they have time to work with teachers in the Video Inservice Program. The size and organization of the school system and the number of teachers involved.

in the program will dictate the number of Staff Development Counselors that are needed. A full time Staff Development Counselor can work with approximately one hundred teachers during one school year. Of course a Staff Development Counselor who has other duties half-time, such as administrative details, could work with approximately fifty teachers during the year.

Staff Development Counselors can be trained by the Video Inservice Program Staff of Educational Service Unit No. 6 in Milford, Nebraska. During the training, Staff Development Counselors develop operational skills on the latest video taping equipment by practicing with the equipment. By applying its use to their own taped teaching episodes, Staff Development Counselors develop understandings of the categories on the Video Inservice Program teacher self-appraisal instrument and learn dexterity skills in marking the card.

Skills in teacher-counselor interaction and the identification of target behaviors are developed through actual interaction with the V.I.P. staff in simulated teacher self-appraisal sessions. Techniques in group self-appraisal are also studied so that Staff Development Counselors have a knowledge of how inservice objectives can be built inductively through group meetings with teachers. During their training, the Staff Development Counselor Trainees also see a number of materials such as the Stanford Training Films and the VIMCET Series on Educational Objectives which can provide alternatives for meeting the target behaviors of teachers involved in the Video Inservice Program.

When the trained Staff Development Counselors return to their school system they will begin to work with teachers by video taping and interacting with them in one to one sessions. They will assist the teacher in the V.I.P. self-appraisal instrument and in identifying their target behaviors or inservice needs. Inductive or open ended group meetings of teachers are also planned to identify common target

behaviors. Finding that others in the group have the same target behaviors causes a teacher to become more fully committed to the target behavior and it gives an added incentive to change the behavior. The target behavior is the unsatisfactory teaching behavior that a teacher sees in his tape and selects to modify.

Once the target behaviors of a school staff are identified they should be carefully written and itemized so that the Staff Development Counselors with the help of the school administration can find the inservice education alternatives or materials that will assist teachers in modifying their new desired behaviors.

Typically some of the target behaviors will be common to a large group or even the majority of the staff while some teachers may find that they have an individual target behavior.

List carefully the target behaviors selected by the staff in your school system both group and individual:

1.

2.

3.

4.

5.

Examples:

1. Mrs. Jones will demonstrate new techniques of non-verbal communication in three consecutively taped classroom teaching sessions. (Individual target behavior).

2. Twenty-five teachers will demonstrate their comprehension of writing and using behavioral objectives for three class sessions and demonstrate them in three taped classroom sessions. (Group target behavior).

With proper planning and adequate resources of instructional materials, both individual and group target behaviors can be met by a school. Once the target behaviors are well defined and listed the school administration and the Board of Education must be encouraged to provide the Staff Development Counselors and the staff with a number of inservice education alternatives for learning about their new desired target behaviors.

This commitment from the Board of Education to inservice education for establishing the new target behavior is in the form of both time and money. Teachers inservice workshops, films, filmstrips, books, other printed materials and video tapes of other teachers can teach teachers about new target behaviors. Micro-teaching sessions can give the teacher a chance to practice with a small group of students to evaluate the new behavior as it is replayed by the Staff Development Counselor.

Since teachers have committed themselves to fulfillment of a target behavior giving up some of their own time they should be given at least some time out of the classroom during the year to participate in inservice activities and do micro-teaching. In so doing, both the school system and the teacher cooperatively give of time and resources to improve instruction.

List the inservice alternatives your school will make available for each of the target behaviors listed by your staff:

1.

2.

3.

4.

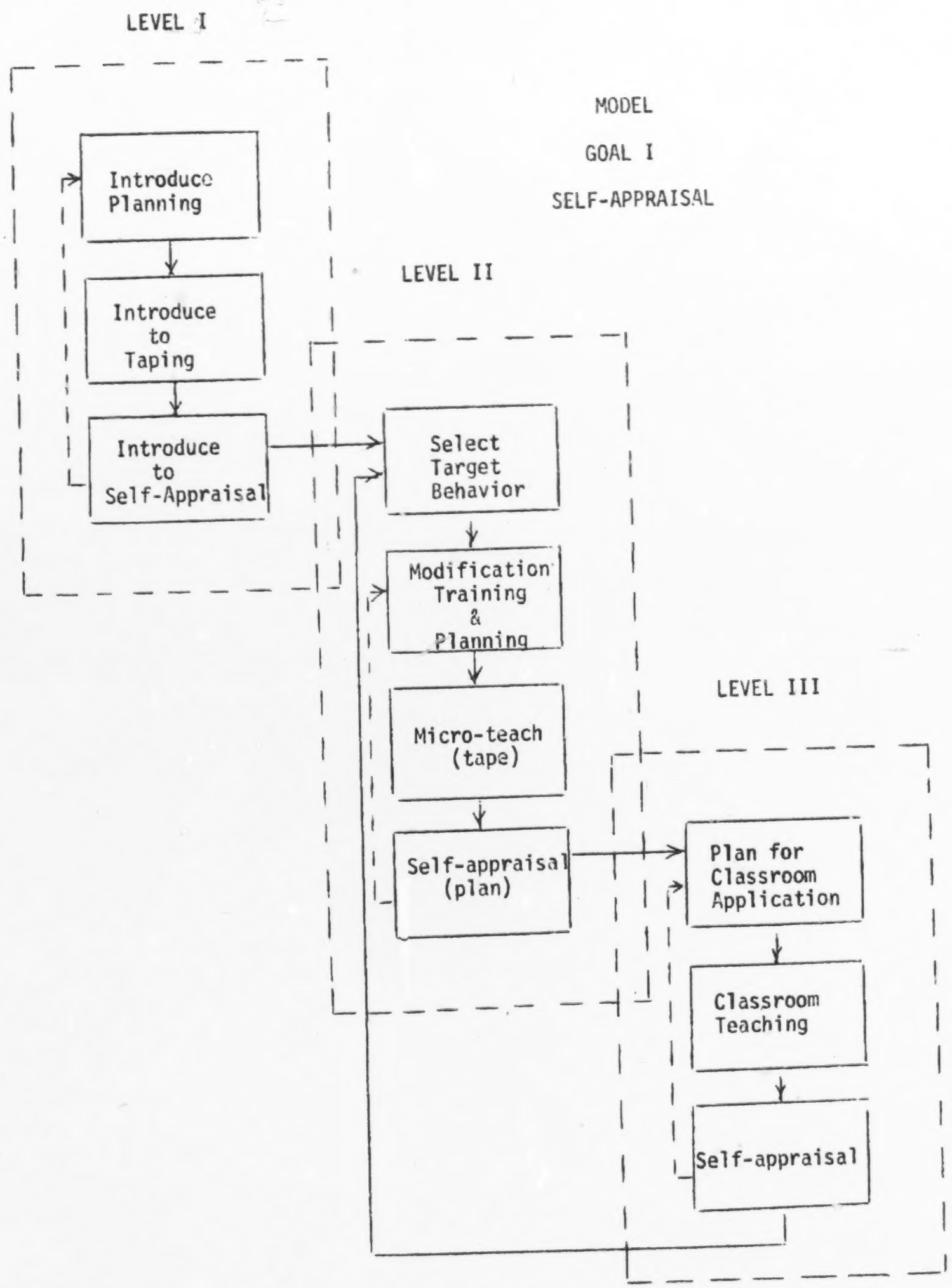
5.

Example: (Follow-up on previous examples)

1. Order Stanford film on "Non-Verbal Communication" and Monograph No. 1 "Non-Verbal Communication" by Kenneth Shibata of Educational Service Unit No. 6, Milford, Nebraska. Ten hours of substitute teacher time will be provided for Mrs. Jones to do some micro-teaching sessions practicing non-verbal communication methods.

2. VIMCET Associated filmstrips on Educational Objectives and 25 copies of Preparing Instructional Objectives will be used. Four workshops have been planned during the school year which have the instructional objective of teaching teachers to write behavioral objectives. Each of the teachers who have selected the writing of behavioral objectives as their target behavior will be given five hours of substitute teacher time to evaluate tape teaching sessions which have been planned by writing behavioral objectives.

In the Video Inservice Program systems approach to inservice education a teacher is guided through following steps in the diagram by the Staff Development Counselors.


LEVEL I
MODEL
GOAL I
SELF-APPRAISAL
Introduce Planning
Introduce to Taping
Introduce to Self-Appraisal
LEVEL II
Select Target Behavior
Modification Training & Planning
Micro-teach (tape)
Self-appraisal (plan)
LEVEL III
Plan for Classroom Application
Classroom Teaching
Self-appraisal

The various steps and options in this diagram of the theoretical model are explained in detail in the V.I.P. Guide for Self-Appraisal.

As teachers move through the steps of the V.I.P. systems approach, changes in teacher behavior can be observed taking place in the classroom if the teachers were sincere in their original commitment of a target behavior.

When the school administrator wishes to evaluate the success of the Video Inservice Program in his school system he can do so by reviewing each teacher's progress in reaching their target behaviors and then recording the total number of successful and unsuccessful implementation of target behaviors in the school system throughout the school year. If the ledger shows more successful implementations of target behaviors than unsuccessful implementation, the Video Inservice Program has been worth while because it has reached its objective of changing teaching behaviors in the classroom, or improving instruction.

Success of the Video Inservice Program depends upon three people in the school system fulfilling their responsibilities. Teachers involved in the program must have a sincere desire for self-improvement. The Staff Development Counselor must be effectively interacting with teachers and leading them through the steps of the Video Inservice Program. The school administrator must provide the time and materials necessary for teachers to learn new teaching behaviors.

PART II

TECHNIQUES IN ASSISTING TEACHER SELF-APPRAISAL

(UTILIZING VIDEO INSTANT REPLAY T.V.)

by

Kenneth E. Shibata

No single effort or short term training can provide the skills, theoretical wisdom, and insight one needs to become effective in assisting teachers with self-appraisal.

However the following suggestions should assist those who are interested develop a deeper appreciation of the professional standards one must meet in order to achieve a reasonable amount of acceptance from a teacher.

Technique No. I

Beginning a Relationship

1. Be sure and get administrative approval. Your school administrators and boards of education must be thoroughly orientated and understand the self-appraisal process. The success of the program depends upon their support and cooperation. Agreements must be worked out before any work commences with the teachers. These agreements include: acceptance of the program; scheduling of teachers to be taped, scheduling the training sessions, and scheduling the self-appraisal sessions. Agreements also must include teacher permission or non-permission for others to view her tape.

2. The Staff Development Counselor[1] (see definition) is a collaborator. He collaborates with the teacher in the process of self-awareness, new focus, and the gaining of new and different perceptions of the teachers' teaching situation and teaching tasks. This process goes on in a special psychological climate - a climate at one intimate and objective. It is intimate insofar as the teacher has freedom to express his point of view. It is objective in the sense that his point of view is examined and clarified. The self-appraisal role is thus a new one in the experience of the teacher. It is different from the principal or supervisor role, for a wider latitude of self-expression on the teacher's part is tolerated. There is an additional component - the teacher's feelings and professional techniques. The assumption in the self-appraisal process is that the teacher and SDC examine and clarify feelings and professional techniques in order to increase the teachers ability to become aware of what he is doing, how it relates to the self-appraisal instrument data, the demonstrations tapes, and then how he can modify his behavior in terms of pupil intended outcomes.

Two types of relationships are necessary for the SDC. One type is the relationships of video tape technician where the SDC makes the video tape of the teacher. (This may be done by another however we reserve this job for the professional for this guide). The first taping session is a crucial one.

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[1]Staff Development Counselor (SDC) The professional person who assists the teacher in the process of self-appraisal. For our purposes he is also the technician who tapes the teacher with the video instant replay equipment.

Students are abnormal - teacher is apprehensive and under stress. The SDC must have the complete and unequivocal acceptance of the teacher and must be as unconcerned with the abnormality as possible. The taping session is conducted, completed, tape is shown immediately back to the students and teacher (if requested) and the SDC immediately moves equipment and self out of the room. The second relationship is that of actual self-appraisal assisting. In this meeting, the SDC and the teacher asks himself: "Who is this guy? What is his purpose as far as I'm concerned? What will be my relationship with him? Will he be able to assist me in improving my teaching?"

The SDC will in turn ask himself: "Is this someone with whom I can work?" Has he benefited from his training enough to understand the self-appraisal instrument? These reactions may be lasting and determinative of the future relationships that follow. They may vitally affect the way the teacher will modify his behavior. It is no wonder, then, that the first taping and the first tape self-analysis is stressed as being the most important as well as difficult.

Technique No. II

A Collaborative Relationship

The vehicle for the modification of teacher behavior is a process: Understanding and developing skill in the use of the self-appraisal instrument, observing demonstration tapes depicting the categories of the instrument, utilizing the instrument in analyzing his own video-tape of a teaching situation and the face-to-face situation with the SDC.

The face-to-face situation is a special kind of dialogue. Together, the teacher and the SDC observe the teacher's video tape. The teacher marks the instrument cards, the SDC gives direct and/or indirect reinforcement, and assists in sharpening focus.

This technique is to allow the teacher to express himself as freely as possible. How he does this depends on the perceptions he has of himself and others. A particular teacher addresses himself to a particular problem, which he seeks to explore in a particular way, with particular outcomes in mind. He may be aware, optimistic, cooperative. He may ask openly for help. He may be discouraged, pessimistic, extremely dependent. He may be openly antagonistic to the idea of help and deny that he needs it, although in the eyes of others he is perceived to be in such need. He may be guarded and unable to state his need of help openly, and therefore come to the SDC with a pretext, a facade. The problems as they are observed at the outset of the observation are the problems that the teacher is able to acknowledge at the time; they may not represent his major concerns. This particularity is related to the percepts and constructs an individual has about the teaching philosophy in which he works. The way he constructs his reality and the percepts he has of himself determine the way he addresses himself to his teaching tasks and the goals he formulates for his teaching tasks. It is important, therefore, that the SDC allow the person with whom he is to work, freedom in self-expression as well as expression of self in relation to their objectives and intended pupil outcomes.

Technique No. III

The Self-Help Technique

The technique of self-help goes on in a special climate. It is called empathy. The crucial factor in the success of modifying teacher behavior is the ability of the SDC to communicate to the teacher acceptance of his understandings of the objectives, methods, expressions and point of view. The climate of self-help may be described as the ability of the SDC to place himself in the "teacher's shoes". The teacher then feels free to assist himself. He becomes aware and begins to understand the process of improvement.

Technique No. IV

Establishing Rapport

Rapport is defined as "a comfortable and unconstrained relationship of mutual confidence between two or more persons". Rapport is one aspect of the mutuality of SDC-teacher relationship. It evolves from the relationship. It is not something that can be established first.

THE STRUCTURE OF THE TEACHER SELF-APPRAISAL PROCESS

1. Teachers attend twelve intermittent hours of instructional training based on four three-hour modules. During this training session the classification of educational objectives, cognitive, affective and psychomotor are explored. The self-appraisal instrument is introduced and application of the use of the instrument is started. The teacher applies her knowledge of the use of the instrument by analyzing demonstration tapes provided during sessions.

2. Following the training sessions, teachers volunteer for video taping of their own teaching. The video tape equipment is moved into her classroom. Video taping commences as soon as the class begins, or when the teacher gives a signal to the technician, (who we suggest be the SDC). The length of the taping for most practical purposes may cease at the completion of 20 minutes. This enables immediate playback to students and teacher which in the beginning will most likely be the request of the teacher.

3. It is strongly suggested that the SDC and the teacher analyze her tape immediately after the class is over to provide maximum benefit to the teacher. However, there are circumstances that will prohibit the immediate analysis and if this prevails one can only recommend that it be done as soon as possible. The SDC and the teacher together in a private room review the tape of the teacher following the suggested code for tape review and the techniques for self-appraisal.

4. Repeated tapings should delimit the assistance of the SDC, however, he should always be available in case the teacher should require help.

5. After the deck of self-appraisal cards have been marked by the teacher, a quick flip of the ends of the deck will give a general idea of the patterns within the categories. A teacher may want this immediate information. Data processing is utilized however, to prepare the print-out depicting the frequencies of markings in each category. These print-outs should be made available to the teacher as soon as possible.

6. Select Target Behavior: As a result of self-appraising the teaching episode the teacher then identifies a target behavior for modification. The alternatives for modification will fall into the categories of objectives, methods, expressions, organizational patterns, and media.

7. Modification Training and Planning: Modification training and planning means the teacher will participate individually or in a group in a program designed to facilitate teacher behavioral change. Alternative programs will be:

   a. Mini-courses developed by the Far West Laboratory

   b. Elementary and secondary teaching skills developed by Dr. Dwight Allen.

   c. Teaching skills developed by McREL

   d. V.I.P. Instructional Program

   e. Media Programs

   f. VIMCET programs for educational objectives

   After participation in one or more of the alternative programs, the teacher with the principal and/or SDC will plan a teaching episode which will provide for modifying the target behavior in a micro-teaching situation.

8. Micro-teach: In micro-teaching the teacher teaches a concept of 5 to 15 minutes working with a small group. The experience will be framed so as to develop competence with the target behavior. The teaching episode will be taped by the principal and/or SDC.

9. Re-Self-appraisal: At the conclusion of the micro-teaching situation the teacher, with assistance from the principal and/or SDC will analyze

the video taped episode depicting the target behavior. After the analysis the teacher will try the same or a similar exercise with other pupils until a satisfactory level of performance is reached.

10. Plan for Classroom Application: As can be readily seen the purpose of the micro-teaching situation is to develop a small-step approach to modifying the teacher's behavior in a micro situation as opposed to a macro situation. The teacher, principal and/or SDC will develop the strategy to be used by the teacher in his attempt to exhibit the target behavior in modified form in a macro situation.

11. Classroom Teaching: At this point the teacher is making actual application of all the activities which have transpired thus far. In other words the teacher is attempting to exhibit the target behavior in modified form. The episode is being taped by the principal and/or SDC for analysis.

12. Re-Self-appraisal: At this point the teacher is operating at the higher levels in both the cognitive and affective domain. With the assistance of the principal and/or SDC he is analyzing his classroom behavior as it relates to the target behavior in modified form.

After the analysis the teacher will try the same or similar exercise until a satisfactory level of performance is reached. When the process of recycling is completed the teacher will select a new target behavior.

VIDEO TAPE HINTS

Video taping a teacher in her classroom poses some unique problems. Some suggestions may be helpful to those who experience video taping a teacher for the first time.

DO

1. Schedule taping sessions in advance
2. Set equipment up before class commences.
3. Test equipment before taping (especially microphones).
4. Place window openings behind your taping objectives.
5. Clean heads of video recorder every day.
6. Watch carefully for over-sensitivity - if noticed, move to other objects with camera and then return to teacher.
7. Follow instructions of teacher.
8. Respect the teacher's privacy.
9. Get written permission before showing her tape to anyone.
10. Study your video recorder equipment manual carefully and practice using your equipment before you tape your first teacher.

DON'T

1. Attempt to video tape against window openings.
2. Pan (swing camera back and forth) rapidly or too often.
3. Accept student invitation to distract from teacher objectives.
4. Over-use video tape.

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